

# It's September:

EARNING

Teachers are *earning more...*

MORE



SMALLER

Class sizes are *smaller...*

CLASSES

EXTRA

Staff have received *extra training...*

TRAINING



**But what if the  
students aren't  
ready to succeed?**





# ECEAP

WASHINGTON STATE'S



EARLY CHILDHOOD EDUCATION  
AND  
ASSISTANCE PROGRAM

**Preschool for low-income and at-risk children in Washington State**

## What Does it Take to be Ready to Succeed?

**Success in school and life is a paramount goal of families for their children.** However, growing up in poverty presents many obstacles. Imagine raising a family of four on just \$18,400 a year, the federal poverty level for 2003. Following the proven example of Head Start as a community-based anti-poverty program, ECEAP partners with children, families, and communities to address barriers to success in a comprehensive, integrated manner by:

- ◆ Delivering specialized early education services through qualified teachers to help children develop cognitive skills, early literacy, and a love for learning.
- ◆ Working strategically to help children build personal resilience and social and emotional competency.
- ◆ Linking each child and family to a “medical home” and seeing that each child receives required immunizations as well as medical and dental screenings to identify any possible special needs.
- ◆ Providing at least one snack and meal per day in the classroom, and increasing the family’s knowledge concerning healthy nutritional practices.
- ◆ Recognizing the parents as the child’s first, and most important, teacher.
- ◆ Actively engaging parents and guardians in their child’s educational process.
- ◆ Fostering the sense of dignity and self-worth of each family and child and promoting respect for diverse family cultures and languages.
- ◆ Empowering families to improve parenting, literacy, job and self-advocacy skills and increasing their knowledge of and access to appropriate resources.
- ◆ Enhancing the ability of each child and family to communicate, to participate in community and school activities, to be economically and socially self-sufficient, and to promote the well-being of family members.

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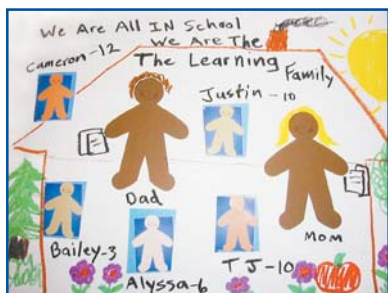
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## ECEAP Helps Children Prepare for Success

**ECEAP is a “whole-child,” comprehensive, family-focused preschool program designed to help low-income and at-risk children and their families succeed in school and life.** It has a proven track record of serving Washington State for over 17 years by giving communities the flexibility to design programs that fit their local needs through ECEAP’s nationally-respected, high-quality performance standards. Here are some of the key facts about ECEAP:

- ◆ The target ECEAP population is three- and four-year-old children and their families with incomes at or below 110 percent of the federal poverty level.
- ◆ ECEAP was created by the Legislature in 1985 as a pilot program, with support from Governor Booth Gardner and the Washington Business Roundtable. It has continued to be supported by subsequent Legislatures and Governors.
- ◆ ECEAP currently serves almost 6,000 children and their families through 33 contractors – school districts, educational service districts, local governments, nonprofit organizations, childcare providers, community colleges, and tribal organizations – with over 240 program sites statewide.
- ◆ From 1985 through the 2002-2003 program year, ECEAP has served over 104,000 children and their families in Washington State.
- ◆ Services are provided through a combination of resources. Programs contract for state funds and leverage other dollars and in-kind services to the greatest extent possible.
- ◆ Because many factors affect a child’s learning ability and development, ECEAP has four interactive components: **Education; Health, Safety, and Nutrition; Family Support; and Parent Involvement.**
- ◆ Integration of certain ECEAP slots with family day care homes and child care centers makes it possible to reach low-income children and families who otherwise could not access ECEAP’s comprehensive services because of their need for full-time child care.

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## ECEAP's High Quality Performance Standards

**ECEAP's performance standards are quality benchmarks for programs to follow in designing and delivering their comprehensive school readiness and child development services.** They were developed with national, state, and local input. Here are highlights for each of the five major sections:

- ◆ **Administration** - ECEAP services are provided free of charge, and community partnerships are strongly encouraged. Programs access other services, like Medicaid and federal food programs. Each program has a parent-run Policy Council with community members and parents/guardians of current and past enrolled children.
- ◆ **Program Design & Evaluation** - Collaborative community needs assessments are conducted every two years. Programs offer at least 32 weeks of service a year, with a minimum of 240 hours of child direct services over 30 weeks. Adult/child ratios are designed at 1:6, and in no cases fall below 1:9. The maximum group setting is 18 children. Staff qualifications are laid out in detail, including two- or four-year degrees for Lead Teachers. Provisional qualifications exist for developing staff. Programs undergo self-assessments yearly and intensive on-site reviews every four years.
- ◆ **Early Childhood Education** - ECEAP provides an integrated, individualized, and developmentally-appropriate curriculum that offers play-based learning experiences and culturally relevant materials addressing: language and literacy; math and science; social development; medical, dental, and mental health; nutrition and personal hygiene; the arts; physical education; child abuse prevention; violence prevention and personal safety; self-esteem and self efficacy; and substance abuse prevention.
- ◆ **Family Support** - Programs partner with families to build services and activities from parent/guardian strengths. ECEAP supports family empowerment and develops leadership and advocacy skills for school and community environments. Culturally and linguistically appropriate services are provided. Programs facilitate access to community resources and work to ease transitions between home, school, and other care settings.
- ◆ **Health & Safety** - Programs screen for child immunization, medical, and dental health issues and refer for services as necessary. Staff and families work together to remove obstacles to the healthy development of each child. Guidelines are set for facility, material, and transportation safety. Snacks and meals are provided in group settings.

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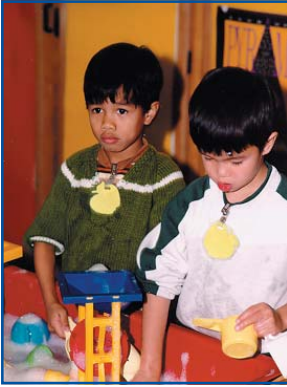
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## Early Childhood IS Early Education

**Children are born learning.** By the time they reach traditional school age, crucial developments will have taken place in everything from the structure of their brain to their social and emotional well being. Early Childhood Education (ECE) is a natural outgrowth of these developments. Quality ECE programs such as ECEAP:

- ◆ Focus on strengths and growth of the “whole child” within a caring climate and educational setting. A “whole child” approach recognizes that social, emotional, physical, and cognitive factors are all connected in a child’s development.
- ◆ Foster experiences and implement teaching and learning strategies through age-appropriate environments and curricula that are centered on, and reflect, the participating children’s interests and lives.
- ◆ Consider social development of children to be knowledge construction, instead of instruction, within a natural environment that enhances active exploration, concrete multi-sensory experiences, and integrated curricula goals.
- ◆ Affirm the positive role of parents as primary educators of their children and recognize that their continued involvement is very important to their child’s current and future learning and development.
- ◆ Recognize that children learn and/or develop with “...many significant differences in cognitive, social, physical, and motor skills.” (*U.S. Department of Education, 2000*)
- ◆ Promote responsive interactions between children and adults to “...nurture young children’s dispositions to learn and their emerging abilities.” (*National Research Council, 2000*)
- ◆ Develop and extend children’s natural capabilities in learning, experimenting, and exploring in order to incorporate them in reading, mathematics, science, literature, social studies, and other subjects.

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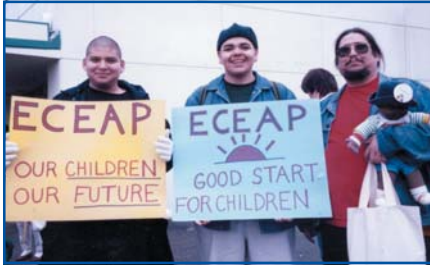
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## Health, Nutrition, and ECEAP

**It's hard to learn on an empty stomach.** But many children from low-income families face that challenge every day. ECEAP includes health and nutrition as one of three core components of its comprehensive preschool services due to the need to focus on the whole child, recognizing the interconnectedness among health, education, and family issues. In order to meet the health and nutrition needs of participating children, ECEAP programs:

- ◆ Provide medical and dental exams to children within 90 days of their enrollment, in conjunction with Medicaid and local service providers who generously provide their services at low or no cost whenever available and possible.
- ◆ Ensure that all children are immunized in accordance with Washington State law.
- ◆ Screen children for their language/speech, visual perception, and audio/hearing skills, as well as for their physical growth and development, large and small motor skills development, and other special needs.
- ◆ Make mental health professionals available to provide on-site consultation, training, and referrals regarding healthy social and emotional development of children, and early identification of behavioral disorders, atypical behavior, and child abuse.
- ◆ Provide information and opportunities for families to learn about wellness and principles of preventive care.
- ◆ Offer meals and snacks meeting at least one-third of a child's daily nutritional needs during groups sessions.
- ◆ Participate in federally-funded food programs to the extent possible.
- ◆ Recognize individual differences and cultural patterns of enrolled children and families when designing food services and meals.
- ◆ Ensure indoor and outdoor facilities, materials, equipment, and transportation services meet applicable safety and sanitary regulations.

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## Family Support Helps Families Help Themselves

**Families, in their many diverse shapes and sizes, are the foundation of their children's future success and happiness.** However, poverty and other challenges can generate significant barriers to healthy, secure family environments. With the help of family support professionals, families can develop their parenting and family advocacy skills and meet such challenges head-on. Comprehensive early childhood education and family support programs such as ECEAP:

- ◆ Partner with parents/guardians and appropriate family members, because young children can only be served effectively within the context of their families.
- ◆ Have as three main goals: 1) enhancing the capacity of families in their child-rearing role; 2) creating settings in which families are empowered to act on their own behalf and become advocates for change; and 3) providing relevant resources to support family growth and development.
- ◆ Know that enrolled families can best care for their children if their strengths to meet their own needs, as well as their children's needs, are developed and enabled in mutually respectful and involved partnerships with program staff.
- ◆ Recognize family support as a movement that strives to transform our society into caring communities of citizens that put children and families first and ensure all children and families have what they need to succeed.
- ◆ Focus on the complex interactions between children and their families; children, families, and schools; families and communities; and families and institutions. Programs build on these interactions to create systems that are preventive, responsive, flexible, family-focused, strengths-based, connected, and effective.
- ◆ Respond to research indicating that partnerships and involvement of families in various and sustained ways facilitate the current and future academic success and achievement of their children.

Information excerpted from: *Family Resource Coalition, Guidelines for Family Support Practice*, and Kagan & Weissbourd (Ed.s), *Putting Families First*

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For more information: 360-725-2830 ◆ ECEAP\_Admin@cted.wa.gov ◆ <http://www.cted.wa.gov>

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## The Science of Children's Brain Development

**A child's developing brain forms connections that shape a lifetime of abilities and potential.** Physical, intellectual, and emotional development is impacted by early experiences, both positive and negative. Chances for future success can be boosted by providing appropriate experiences in a safe, caring, and nurturing environment such as ECEAP. Here are some important findings from recent brain research that demonstrate exactly how critical quality early care and learning experiences are for young children's healthy development:

- ◆ Intellectual and social development is optimal during the early years from birth to eight years of age.
- ◆ Quality care and security of attachment affects a child's later capacity for empathy, emotional regulation, and behavioral control.
- ◆ Consistent, nurturing relationships are critical to the early years of development and learning.
- ◆ A child's developing brain is dependent on an enriched environment.
- ◆ Rich and positive experiences stabilize certain connections in the brain.
- ◆ Certain skills are learned most easily during particular "windows of opportunity" when a part of the brain absorbs new information more easily and grows new connections faster than at any other time in life, such as:
  - ✓ Gross motor skills - birth to 5 years; fine motor skills - birth to 10 years
  - ✓ Vision development - birth to 2 years
  - ✓ First language - birth to 2 years; second language - birth to 10 years
  - ✓ Music and math skills - birth to 10 years
  - ✓ Emotional attachment - birth to 18 months
  - ✓ Emotional control & emotional intelligence - 8 months to late adolescence

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## Why Are Early Childhood Programs Important?

**Research studies often find a correlation between child poverty and poor school performance.** Comparisons of poverty rates and performance on the 4<sup>th</sup> grade Washington Assessment of Student Learning (WASL) tests mirror these findings. Many studies also demonstrate that quality school readiness programs such as ECEAP are successful in counteracting some of the effects of poverty on child learning. Among the research findings:

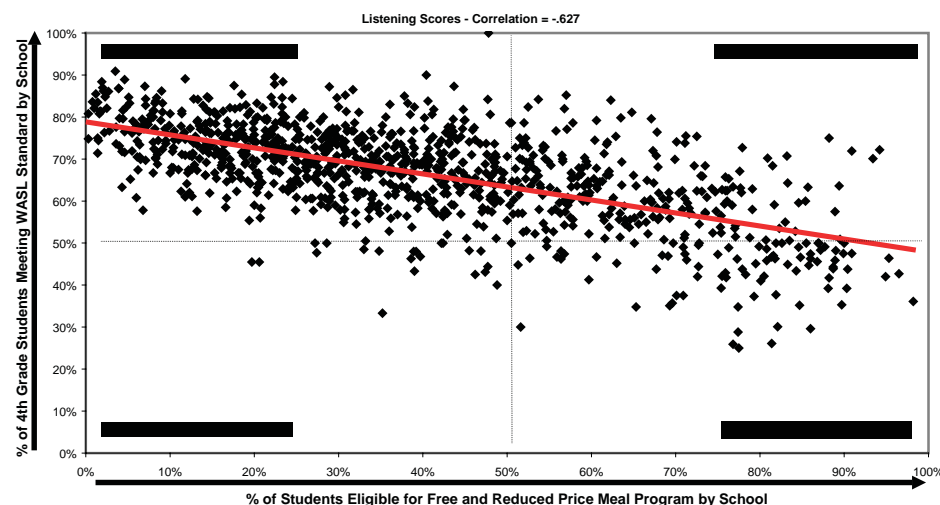
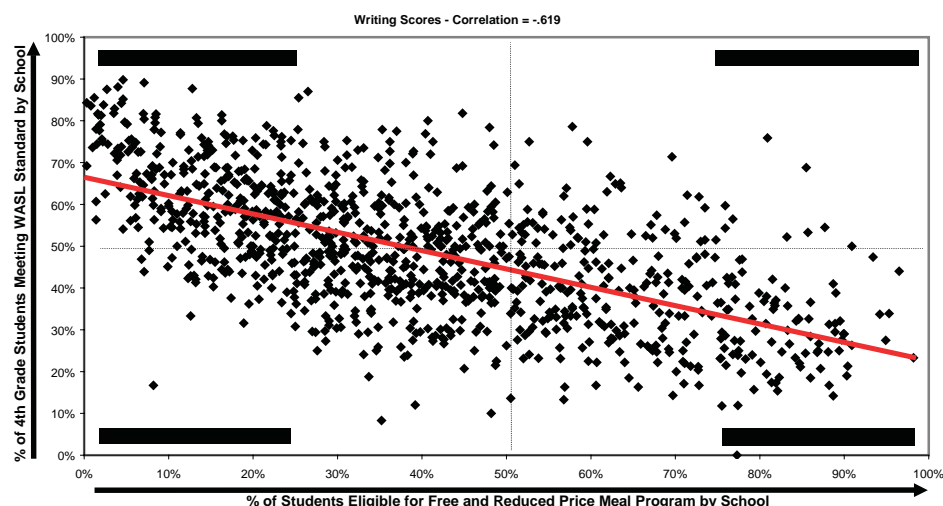
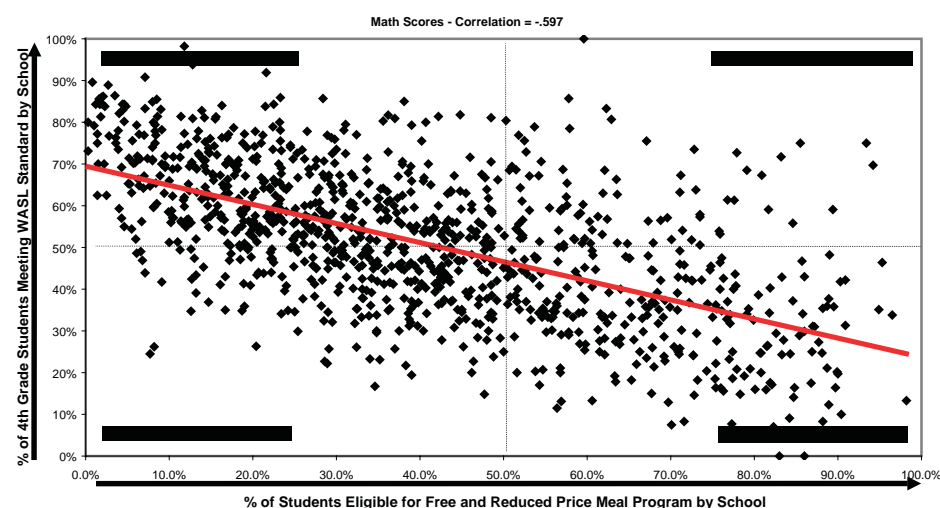
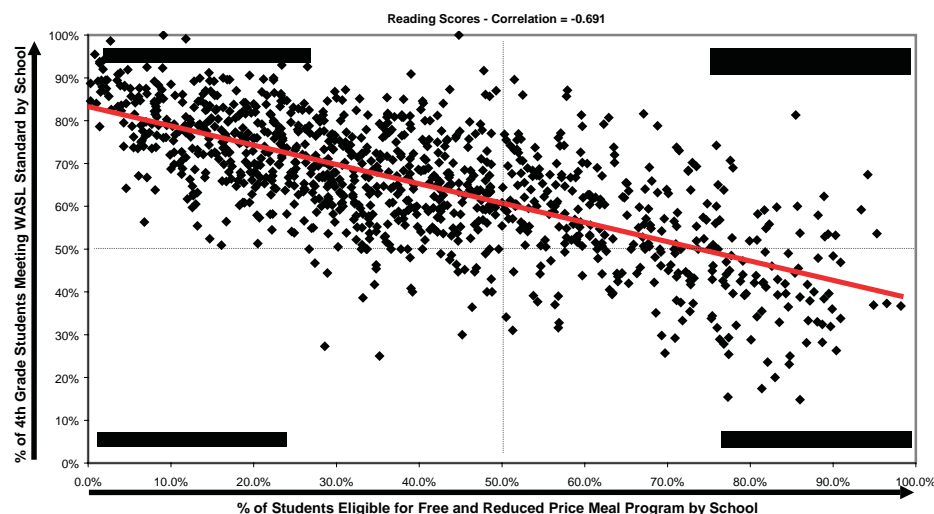
- ◆ *Eager to Learn: Educating Our Preschoolers*, the National Research Council Report commissioned by the Department of Education, recommends the establishment and expansion of comprehensive early childhood programs substantially similar to services currently provided by Head Start and ECEAP. <http://books.nap.edu/catalog/9745.html>
- ◆ The Perry Preschool Project estimates **the public saves seven dollars for each dollar invested in quality preschool programs**. Study findings indicate “Almost a third again as many” of the group who attended preschool as those who didn’t “graduated from regular or adult high school or received General Education Development certification (71% vs. 54%).” <http://www.highscope.org/Research/PerryProject/perrymain.htm>
- ◆ *Six County Study of the Effects of Smart Start Child Care on Kindergarten Entry Skills* found that children who did not attend quality early childhood programs prior to school entry were almost twice as likely to score poorly on measures of behavior problems in kindergarten as those who attended North Carolina’s Smart Start programs. <http://www.fpg.unc.edu/~smartstart/>
- ◆ *RAND Corporation Report - Improving Student Achievement* shows that National Assessment of Educational Progress (NAEP) scores are higher in states that have more children in public pre-kindergarten classes. The report declares “Our results show that resources can make significant differences for minority and lower-SES students in public schools...” <http://www.rand.org/publications/MR/MR924/MR924.sum.pdf>
- ◆ *Michigan School Readiness Program Evaluation Through Age 10*, completed in January 2002, further demonstrates the lasting progress achieved by at-risk children who participated in high quality preschool programs compared to those who did not. <http://www.highscope.org/Research/MsrpEvaluation/msrpmain.htm>

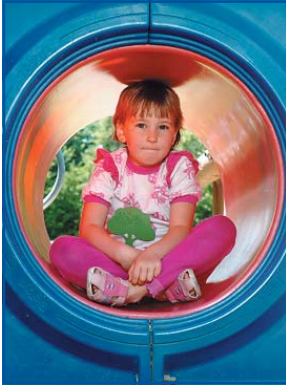
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# Washington State 4<sup>th</sup> Grade WASL Scores Decline as Poverty Increases

Each point represents the percentage of 4th grade students in an individual school passing one of the four Washington Assessment of Student Learning (WASL) tests (Reading, Math, Writing, and Listening) in Spring 2002, related to the percentage of students in that school eligible to receive free or reduced-price lunches in October 2001 (as a measure of poverty). As was found with data from 2000 & 2001, there is a significant correlation between higher instances of children in poverty and low percentages of 4th grade students passing the WASL tests in schools statewide.





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## More Early Childhood Research Findings

**A significant amount of research has been conducted on the effectiveness of quality, comprehensive early childhood programs such as ECEAP.**

Additional findings and resources include:

- ◆ *America's Child Care Crisis: A Crime Prevention Tragedy* - Fight Crime: Invest in Kids - <http://www.fightcrime.org/> - They have a Washington State-specific fact sheet at <http://www.fightcrime.org/reports/stateCC/washingtonCC.pdf>
- ◆ *Favorable Long-Term Effects of Head Start* - National Bureau of Economic Research, August 2001 - <http://www.nber.org/digest/aug01/w8054.html>
- ◆ *Early Learning, Later Success - The Abecedarian Study* - <http://www.fpg.unc.edu/~abc/index.htm> - reports significant findings when quality, comprehensive early intervention services are provided to low-income children. Among them:
  - √ “Young adults who received early educational intervention had significantly higher mental test scores from toddlerhood through age 21 than did untreated controls.”
  - “**Reading achievement scores were consistently higher for individuals with early intervention.** Treatment effect sizes remained large from primary school through age 21. Enhanced cognitive skills appeared to mediate treatment effects on reading achievement.”
  - “**Mathematics achievement showed a pattern similar to that for reading,** with treated individuals earning higher scores.”
- ◆ *Long-Term Effects of Early Childhood Programs on Cognitive and School Outcomes*, an article by W. Steven Barnett, Ph.D., finds that **early childhood programs can produce large short-term benefits for children on intelligence quotient (IQ)** and sizable long-term effects on school achievement, grade retention, placement in special education, and social adjustment. [http://www.futureofchildren.org/information2826/information\\_show.htm?doc\\_id=77669](http://www.futureofchildren.org/information2826/information_show.htm?doc_id=77669)
- ◆ *Approaching Kindergarten: A Look at Preschoolers in the United States* - National Center for Education Statistics - <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95280>
- ◆ *From Neurons to Neighborhoods: The Science of Early Childhood Development* - National Academy of Sciences Institute of Medicine - <http://books.nap.edu/catalog/9824.html>

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## ECEAP Longitudinal Study Highlights

**In 1988, ECEAP started a longitudinal study to examine and monitor the effectiveness of program services over time.** Three groups of children and their families were followed from their ECEAP year in 1988, 1989, and 1990 respectively through to the year 2000. At that point, no additional significant findings had emerged, so data gathering and analysis was halted in favor of developing a yearly outcomes-based evaluation. Key findings of the ECEAP Longitudinal Study include:

- ◆ Pre- and post-tests showed that children made significant cognitive and motor skills gains during their ECEAP year.
- ◆ ECEAP children were shown on several national benchmarks to have moved from below the 50th percentile to above it by the end of their ECEAP year.
- ◆ ECEAP was shown to be effective in cognitive development regardless of ethnicity or primary language.
- ◆ Through 3rd grade, a higher percentage of former ECEAP children were referred to the Talented and Gifted Program.
- ◆ The strongest gains in cognitive and physical development were made by children whose parents:
  - √ were working or planning to pursue more education;
  - √ participated in their child's educational experience; and
  - √ expected their child to complete high school or pursue a higher education.
- ◆ Fifty-seven percent fewer ECEAP children and families were at or below the federal poverty level in Year 10 of the Study than at the time of their enrollment.

These findings - in combination with the results of other major research into the effectiveness of quality, comprehensive preschool interventions - clearly demonstrate the benefit of ECEAP in the lives of children and families in poverty.

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## The Future of ECEAP Evaluation Efforts

**In 2001, ECEAP conducted statewide focus groups and surveys with parents, staff, kindergarten teachers, and other key stakeholders to help shape the future of ECEAP program evaluation.** Each group was asked to list what outcomes they felt were most important to see in children and families who participate in ECEAP. Input will be used to design yearly outcome assessments and other evaluation efforts as appropriate. The following outcomes were selected for measurement:

- ◆ Children increase their literacy skills.
- ◆ Children increase their language and communication skills.
- ◆ Children increase their numeracy skills.
- ◆ Children improve their social/emotional skills.
- ◆ Children have self-care skills.
- ◆ Children receive needed medical care.
- ◆ Children receive needed dental care.
- ◆ Parents are involved in their child's education.
- ◆ Families have access to community resources that allow them to pursue their goals.
- ◆ Families experience positive changes as a result of participating in ECEAP.
- ◆ Children are prepared for a successful transition to school.
- ◆ Parents and families are ready to interact with their child's school and teachers.

Specific indicators will be developed for each outcome that will demonstrate when the desired result has been attained. Data from yearly outcome evaluations can be used to measure the impact of changes in the program over time.

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## ECEAP and Child Care Work Together

**The early years are crucial to a child's healthy development, and both ECEAP and child care providers play an important role.** Working together, child care and ECEAP can meet the comprehensive needs of children while allowing for a sufficient duration of quality care so their families can work, go to school, and do whatever it takes to ensure their family's success. Here are some facts about the relationship between ECEAP and child care:

- ◆ Children and families that participate in ECEAP for the comprehensiveness and intensity of its school readiness services often still need full day care that ECEAP alone does not typically provide.
- ◆ As more is learned about the critical windows of brain development experienced by young children, child care providers increasingly look to partner with early education programs like ECEAP and the federal Head Start program to deliver enhanced quality services.
- ◆ Currently, there are 71 ECEAP sites that are either integrated with child care for a full service day or offer care before and after ECEAP services for enrolled children. This represents over 26 percent of the total ECEAP sites statewide.
- ◆ According to the 1999 study *The Children of the Cost, Quality & Child Outcomes Study Go to School*, "The quality of children's experiences in typical child care centers affects their development while they are in child care and their readiness for school. Children who attended higher quality child care centers performed better on measures of both cognitive skills (e.g., math and language abilities) and social skills (e.g., interactions with peers, problem behaviors) in child care and through the transition into school." [http://www.fpg.unc.edu/~ncedl/pages/project\\_summary.cfm?studyid=7](http://www.fpg.unc.edu/~ncedl/pages/project_summary.cfm?studyid=7)
- ◆ Conversely, "Children who have traditionally been at-risk of not doing well in school...were more sensitive to the negative effects of poor quality child care." In other words, poor quality care can actually damage a child's development. Clearly, the high quality, comprehensive care that results from partnerships between ECEAP and child care is more important than ever.

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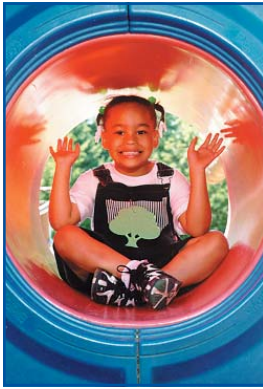
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## ECEAP Values Local Communities

**It takes a family to raise a child, but it takes a community to raise a citizen.** When communities develop an environment where children and families can be successful, they in turn can contribute to the growth and success of their community. ECEAP encourages community partnerships in the delivery of its comprehensive school readiness services. Here are just a few examples of how ECEAP programs partner with their local communities:

- ◆ Early Childhood Opportunities Northwest in Bellingham works with the Whatcom Volunteer Center and has received assistance from volunteers from Green Thumb, Worksource, Kiwanis Club, and local high schools. They also participate in Project STEPS (Sequenced Transition to Education in the Public Schools) to insure children and families will experience smooth supportive transitions as they move to and through care and educational services.
- ◆ Kittitas County ECEAP/Head Start collaborates with Central Washington Comprehensive Mental Health Center, OIC Work Experience, People for People (job training), and the local school districts. They also started a program in 2001 that uses grandparents as volunteers in the classroom.
- ◆ Economic Opportunity Committee (EOC) of Clark County, Inc. in Vancouver holds an annual Science Night, and ECEAP participates with the entire EOC family of programs on this integrated, creative event (complete with cows, horses, fish, snakes, etc.) It is a true partnership with EOC, enrolled families, subcontracted partners, and local community collaborators.
- ◆ Community Child Care Center in Pullman collaborates with their local church, which provides their classroom and administrative space at very low cost.
- ◆ Omak ECEAP has many community partnerships in their rural area, including with the local Family Resource Center, the Paschal Sherman Colville Tribe school, and area child care providers and private preschools.

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## ECEAP and Head Start Serve Washington State

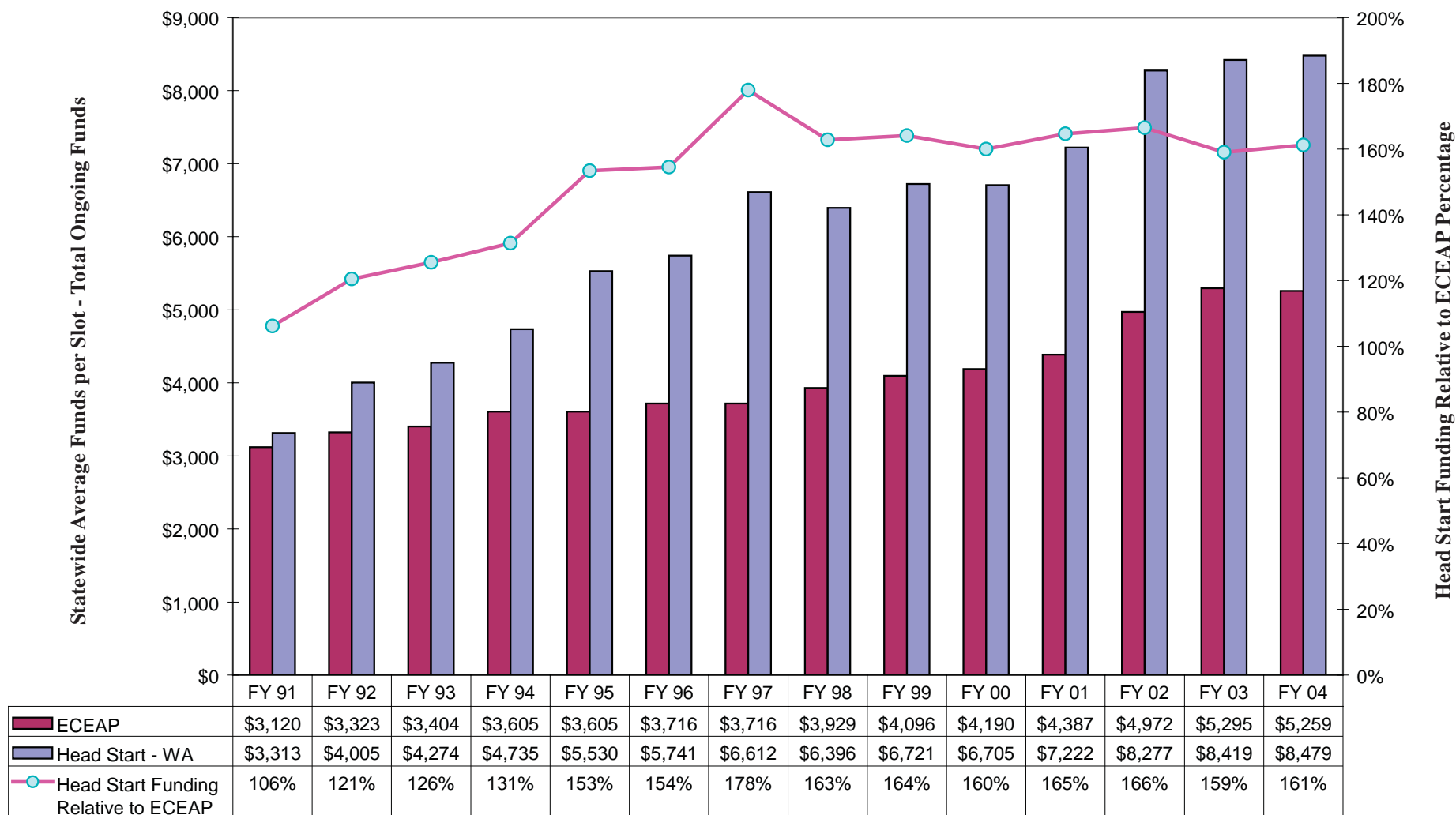
**ECEAP and the federal Head Start program each offer community-based, comprehensive preschool services to children and families in poverty.** Both programs have similar high quality standards, but Head Start's funding has grown significantly over the last ten years while ECEAP has lost ground as expenses for both programs soar. There are a few key differences in program design that make it easier for ECEAP to serve more rural and remote areas of the state. Here are some relevant facts:

- ◆ In 1991, Head Start statewide average funding per child and family enrollment slot was six percent higher than ECEAP's funding for comparable services and standards; by 2001, Head Start had 65 percent more average funding per slot. This funding gap has allowed Head Start programs to maintain the duration and intensity of their services while ECEAP has been forced to cut back.
- ◆ Both programs combined served only 60 percent of the estimated 32,078 eligible three- and four-year old children statewide in 2001, given enrollment levels of 7,313 for ECEAP and an estimated 12,000 for Head Start, including Migrant/ Seasonal Head Start and American Indian/Alaska Native Head Start.
- ◆ 19 ECEAP contractors also administer separate Head Start programs, some with sites in different locations and some with different classrooms at the same site.
- ◆ Head Start requires local programs to provide matching funds and in-kind donations equalling 25 percent of the federal grant [1301.20]. ECEAP does not require a match, but does encourage programs to develop local collaborations and seek additional funds and in-kind donations. In 2001, ECEAP in-kind funds averaged almost 30 percent of the state allocation.
- ◆ Head Start center-based programs have a recommended minimum enrollment of 13 children per class [1306.32(a)(7)]. ECEAP programs have no such minimum, and have more flexibility in how and when services are to be delivered over a program year. This allows ECEAP to serve rural and remote parts of the state such as Lincoln and Adams counties and the Northeast Tri-County area where Head Start cannot serve small populations as cost-effectively.

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# Average Statewide Funding Per Slot Comparison Between ECEAP and Head Start

For each fiscal year, the bar on the left represents statewide average funding per child and family enrollment slot for ECEAP, while the bar on the right displays beginning-of-year statewide average funding for Head Start in Washington State. The horizontal line represents the percentage of Head Start funding relative to ECEAP. In-kind and matching funds are not included. Though the programs had similar funding levels in 1991, by 2004 Head Start programs received 61 percent more funding than ECEAP for comparable standards.





# ECEAP

WASHINGTON STATE'S



## EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

**Preschool for low-income and at-risk children in Washington State**

## Impacts of Higher Costs & Teacher Salaries on ECEAP

**Over the past several years, upward cost pressures on ECEAP have been too great to be met through administrative efficiencies alone.** The impact has been felt statewide, with each region facing many issues. Examples include:

- ◆ **Increased costs for teacher and staff salaries and health insurance benefits**, rising from 70 percent of ECEAP operating costs in 1985 to over 80 percent in 2001. An estimated two-thirds of ECEAP teachers work in the public system and thus are directly impacted by legislative action and initiatives on teacher salaries and benefits.
  - ✓ The 1999-2001 Biennial Budget granted salary increases of up to 15.4 percent to public teachers.
  - ✓ Initiative 732 started automatic yearly cost-of-living increases to public teachers in FY2002.
  - ✓ ECEAP did not receive any of the dedicated funds to offset these obligations, but had to rely on a yearly vendor rate increase (VRI) to cover the increased costs.
  - ✓ Statewide, ECEAP received \$1,681,000 as a VRI for FY02-03 while the estimated FY02-03 impact of I-732's mandatory salary increases on the two-thirds of ECEAP teachers in publicly-funded organizations is \$1,614,319; little room is left for handling other cost increases such as facility rental, transportation, materials, insurance, etc.
  - ✓ The remaining one-third of ECEAP teachers who work for private organizations bargain for higher salaries and benefits due to market pressure from public increases.
  - ✓ Non-paid volunteers that are used to maintain appropriate adult-child ratios in classrooms have become more difficult to find due to WorkFirst employment requirements.
- ◆ **Loss of in-kind and other resources**, including community transportation and public health funds; medical, dental, and mental health services; and free or low-cost space lost to higher leases or school districts that are reducing class size.
- ◆ **Impacts of program costs increasing faster than ECEAP funding include:**
  - ✓ Children and families cannot access as many hours of service (2,596 fewer in FY 01).
  - ✓ Adult-child ratios have been decreased (formerly 1:6 in all classrooms, now often 1:9).
  - ✓ Staff positions have been cut and family support caseloads have increased.
  - ✓ Child and family enrollment slots have been reduced (In FY 01, 181 of the 7032 slots statewide were cut, reducing service to an estimated 210 children and their families).
  - ✓ Full dental, medical, and mental health services have been reduced or eliminated.
  - ✓ Transportation to and from some programs has been eliminated.

**ECEAP: Ready to Succeed!**





# ECEAP

WASHINGTON STATE'S



EARLY CHILDHOOD EDUCATION  
AND  
ASSISTANCE PROGRAM

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## Restoring the Comprehensiveness of ECEAP Services

**Faced with serious funding challenges, ECEAP contractors and administrative staff met in June 2000 to discuss strategies for ensuring the continued health and quality of the program.** In order to maximize program outcomes, they developed a Six-Year Resource Targeting Plan to attain adequate funding levels for the full range of comprehensive, intensive, and quality services that ECEAP provides. Elements of this plan include:

- ◆ A target statewide average funding level of \$6,504 has been set for 2007, and efforts to move towards the target by one-sixth will be made yearly. The target level will be adjusted annually for cost increases and reductions. Targets not met with additional funds will be reached in whole or in part through reduction of funded child and family enrollment slots and the services they provide.
- ◆ Upon reviewing research on quality program components and establishing a quantitative cost model relevant to the needs and challenges of urban, rural, and remote areas in Washington State, the six-year funding target will be updated to reflect the actual cost of providing comprehensive services as closely as possible.
- ◆ Since target funds were not obtained for the 2001-2003 Biennium, ECEAP has reduced child and family enrollment levels in order to move towards restoration of program components. 682 slots were cut in FY02 and 358 more were cut for FY03, serving an estimated 1,196 families total given an average 15 percent turnover per slot. Thirteen communities around the state are no longer served by ECEAP, representing a loss of years of investment in building community infrastructure, and a loss of services in communities with few other providers of comprehensive services.
- ◆ If no additional funding is received throughout the remainder of the Six-Year Resource Targeting Plan, 1,190 additional child and family enrollment slots will need to be reduced between 2004 and 2007, for a six-year total loss of 2,230 slots. This represents almost one-third of the total 2001 enrollment capacity. The remaining children and families who will be served by ECEAP will experience a comprehensive, quality program that will best address their complex needs and help prepare them for success in school and life.

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## ECEAP and You!

**ECEAP has a lot to offer and can use your support.** Parents and teachers can share stories about the short-term impact of children and families participating in ECEAP. In addition, both prior and ongoing research point to the long-term individual and societal benefits generated by quality, comprehensive early childhood and family support programs such as ECEAP. Here are some ideas for you to help support the success and school-readiness of children and families in your community:

- ◆ Contact your local ECEAP provider and ask what their particular needs are, and be sure to ask for their support in meeting your goals.
- ◆ Include local ECEAP programs as a resource when building community partnerships, planning local events, and developing other outreach efforts.
- ◆ Consider the established expertise of local ECEAP teachers, staff, and parents when working on solutions to early childhood issues.
- ◆ Coordinate a visit by your local ECEAP classes to their potential kindergarten teachers to ease transition into the public school system.
- ◆ Start a dialogue between ECEAP parents/programs and your local school to maintain effective family participation in each child's ongoing education.
- ◆ Partner with local ECEAP contractors and programs through in-kind donations of services, facilities, transportation, playground equipment, teacher and staff support and training, and/or classroom materials and learning resources.
- ◆ Provide funding to support the local delivery of quality, comprehensive preschool services, either through general grants or funding specific program elements and/or services. School districts can use I-728 and other money to fund ECEAP slots or even create entire classrooms, expanding programs or restoring lost services.

By working together, we can partner to ensure the successful future of children, families, and communities in Washington State!

**ECEAP: Ready to Succeed!**